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ABSTRACT

In 1984-85, Project CAPABLE was in its final year of a 3-year funding cycle at schools in New York City. The program provided instruction in English as a second language, native language arts, bilingual science, and bilingual social studies to 324 Chinese, Korean, and Vietnamese-speaking students of limited English proficiency (LEP) in Grades 9 through 12. Most were recent immigrants. The program operated at four sites: the primary resource at Newton High School; John Bowne High School; William Cullen Bryant High School; and Tottenville High School. The project's overall goal was to help LEP students achieve proficiency in English and thus to prepare them for mainstream classes. In addition, the project was intended to help these students adjust to their new environment and new culture. Findings concerning the implementation of the project were positive; both instructional and non-instructional objectives were met; the school authorities were supportive of the program; both the project director and staff members worked hard to make the program successful; the training of staff members was carried out as planned; the parental involvement project proved to be effective; and instructional materials were adapted and developed. (KH)

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NEWTOWN HIGH SCHOOL

PROJECT CAPABLE

1984-1985

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Torres, Senior Manager

Grant Number: GOO-820-2845

NEWTOWN HIGH SCHOOL

PROJECT CAPABLE

1984-1985

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A SUMMARY OF THE REPORT

This project, in its final year of a three-year funding cycle, provided instruction in English as a second language, native language arts, bilingual science, and bilingual social studies to 324 Chinese-, Korean-, and Vietnamese-speaking students of limited English proficiency (LEP) in grades nine through twelve. The program operated at four sites: the primary resource center at Newtown High School in Elmhurst; John Bowne High School in Flushing; William Cullen Bryant High School in Long Island City; and Tottenville High School on Staten Island.

The project's overall goal was to help LEP students achieve proficiency in English and thus to prepare them for mainstream classes. In addition, it aimed to help these students adjust to their new environment and new culture.

Title VII funds supported the project's administrative and support services staff. Instructional services were provided by a combination of tax-levy, Chapter 720, T.P.R.C., and P.S.E.N. monies.

Findings concerning the implementation of the project were positive: both instructional and non-instructional objectives have been met; the school authorities have been supportive of the program; both the project director and staff members worked hard to make the program successful; the training of staff members was carried out as planned; the parental involvement project proved to be effective; and instructional materials were adapted and developed.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and the Stanford Achievement Test), and mastery of the native language (teacher-made tests). Quantitative analysis of student achievement data indicates that:

-- Students mastered an average of 1.2 CREST objectives per month in the fall and 1.3 CREST objectives per month in the spring.

-- Students made statistically significant posttest gains on the Stanford Achievement Test, thus achieving the program objective.

-- Over 75 percent of the students enrolled in native language arts classes passed their final examinations in this area, thus meeting the proposed objective.

The following recommendations are offered by the evaluation team for future programs serving a similar population:

-- In order to introduce students to the participation patterns commonly found in U.S. classrooms, program teachers might be encouraged to explain these relevant cultural differences and elicit greater participation by program students in classroom discussions.

-- As students bring varied backgrounds and levels of preparedness in language and the content areas, the program might consider providing greater individualization in classes, as well as expanding the tutoring component.

-- Considering Project CAPABLE's favorable outcomes, the project director and staff members might make efforts to document the program's strengths and weaknesses, and might plan follow-up activities to determine the success of former project participants in the mainstream.

ACKNOWLEDGMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written summaries. Ken Goodall has edited the report. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful pariticpation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT CAPABLE

A Career and Academic Program of Ancillary Bilingual Learning Experience

Central Location:	Newtown High School 48-01, 90th Street Elmhurst, New York 11373
Participating Sites:	John Bowne High School 63-25 Main Street Flushing, New York 11367
	Tottenville High School 100 Luten Avenue Staten Island, New York 10312
	William Cullen Bryant High School 48-10 31st Street Long Island City, New York 11103
Year of Operation:	1984-1985, final year of three-year funding cycle
Target Languages:	Chinese, Korean, Vietnamese
Number of Students:	324
Project Director:	Dr. Margaret T. Pan-Loo

I. PROGRAM DESCRIPTION

OVERVIEW

In its third and last year of funding, Project CAPABLE operated at four sites: the central location and primary resource center at Newtown High School in Elmhurst, John Bowne High School in Flushing, William Cullen Bryant High School in Long Island, and Tottenville High School on Staten Island.

The project reported serving 324 Chinese-, Korean-, and Vietnamese-speaking students of limited English proficiency

(LEP). Most of these students were recent immigrants to the United States. Thus they were limited not only in their English proficiency but also in their understanding of the new culture and environment.

Acccording to the Newtown principal, the project's major instructional goal was to provide LEP students with intensive instruction early in their U.S. high school careers so they could become proficient in English as quickly as possible. When they had successfully completed a sequence of courses in English as a second language (E.S.L.) and bilingual content areas, they were to be ready to enter mainstream classes and to handle mainstream work.

Another goal of the project was to train and retrain bilingual staff members. The aim was to better prepare Chinese, Korean, and Vietnamese bilingual personnel to meet the increasing needs of bilingual programs in the country.

ORGANIZATION

During the 1984-85 academic year, Project CAPABLE had eight staff members who were funded by Title VII: a project director, a resource specialist, a part-time curriculum specialist, an educational assistant, a teacher's aide, a bilingual secretary intern, and two family assistants. Appendix A presents the characteristics of the project staff. In addition, across the sites it received the services of 34 school staff members who were paid from sources other than Title VII (see Table 1).

Table 1

Number of Non-Title VII Staff Providing Services at Each Site

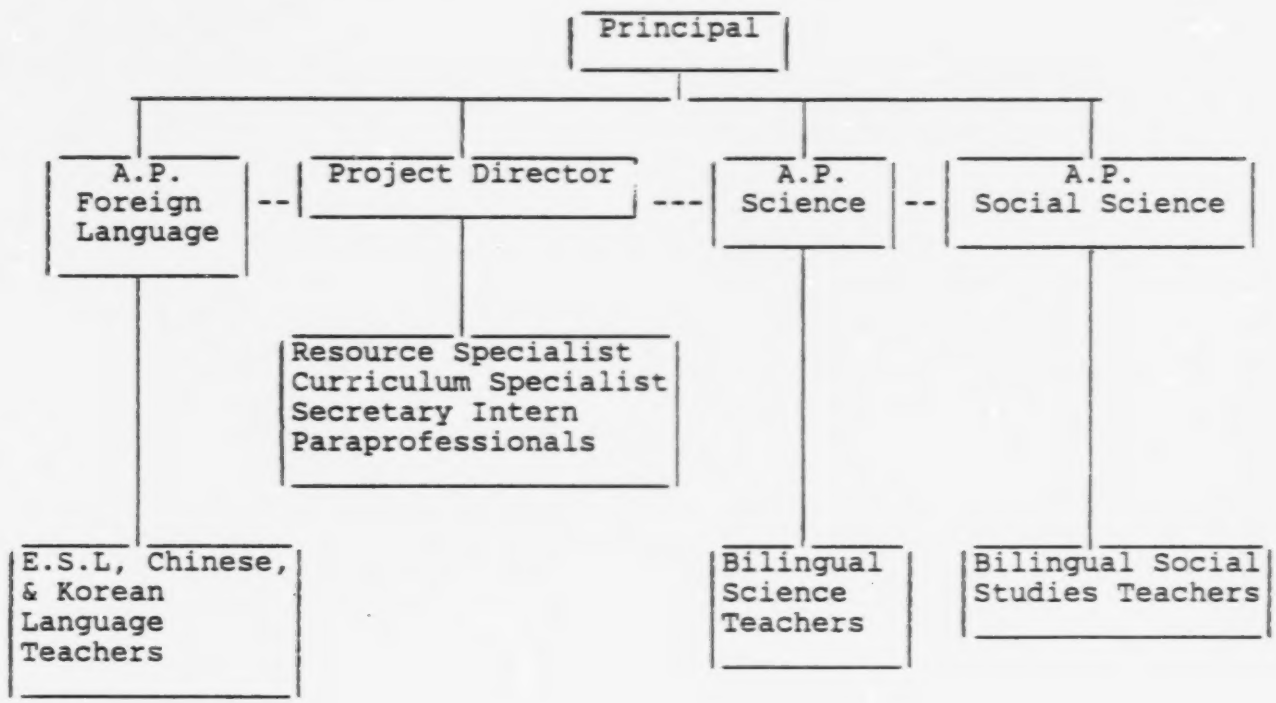
Subject Area	Newtown	J.Bowne	Tottenville	Bryant
English as a second language	11	10	1	1
Native language arts	3	2	0	1
Bilingual math	0	0	0	0
Bilingual science	2	1	0	0
Bilingual social studies	2	0	0	0

Project CAPABLE was overseen by the principals of each participating school. The project's organization chart is shown in Figure 1.

The project director, located at the central site, had the chief responsibility for the program. She administered the program, supervised the faculty members, reported on and discussed with the principals the program's implementation and problems, contacted assistant principals and chairpersons in charge of various subject areas, coordinated the program at each site, and planned training programs for both staff members and parents. A veteran in the bilingual profession, she impressed the evaluation team with her knowledge of the field, enthusiasm for the program, and competence in administering it.

FIGURE 1

Organization of the Project*



* Dotted line indicates collaborative role.

II. STUDENT CHARACTERISTICS

The project reported data for 324 students served during the academic year: 200 at Newtown, 99 at John Bowne, and 25 at Tottenville (see Table 2). No data were reported for students at William C. Bryant.

Nearly all the students were recent immigrants to the United States. Their educational backgrounds and academic levels varied considerably. The Chinese students included two major dialect groups, Mandarin and Cantonese. The Cantonese-speaking students came mainly from Kwangtung Province of the People's Republic of China and from Hong Kong, while the Mandarin-speaking students were from northern and central China, Taiwan, and Hong Kong. Their differences in background contribute to their differences in learning and competence. All, however, had been taught in the traditional Chinese approach, which is more teacher-centered than that commonly used in the U.S. According to project staff, the students were hard-working, but reserved.

Tables 3 and 4 present the program students by sex and grade, and age and grade, respectively. Table 5 presents the time students have spent in the bilingual program.

TABLE 2

Number of Project Students by Language and School

Native Language	Number of Students John Bowne	Newtown	Tottenville	Total[a]
Korean	49	60	8	117
Vietnamese	0	50	14	64
Cantonese	0	34	3	37
Mandarin	50	55	0	105
Other Asian	0	1	0	1
TOTAL	99	200	25	324

[a] No data were reported for students at Bryant High School.

- One hundred seventeen students (34 percent) were Korean speakers.
- One hundred five students (33 percent) spoke Mandarin.
- Of the remaining students, 64 (20 percent) were Vietnamese speakers, and 37 (11 percent) spoke Cantonese.

TABLE 3

Number and Percent of Project Students by Sex and Grade

	John Bowne		Newtown		Tottenville		All Students		
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Total[a]
9	13	10	52	57	0	3	65	70	135
10	15	20	20	17	11	2	46	39	85
11	15	13	20	23	6	3	41	39	80
12	2	11	4	7	0	0	6	18	24
Total Number	45	54	96	104	17	8	158	166	324
Percent by Sex	45	54	48	52	68	32	49	51	

[a] No data were reported for students at Bryant High School.

- Fifty-one percent of the project students were female; female students outnumbered male students at John Bowne and Newtown.
- One hundred thirty-five students (42 percent) are in the ninth grade. Student numbers were similar in grades ten and eleven, and decreased in the twelfth grade.

TABLE 4

Number of Project Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total[a]
All Students					
14	15*	1	0	0	16
15	37*	18*	1	0	56
16	30	27*	13*	0	70
17	19	21	24*	7*	71
18	17	12	17	9*	55
19	10	3	19	3	35
20	5	2	5	4	16
21	0	0	1	0	1
22	0	0	0	1	1
23					
TOTAL	133	84	80	24	321
Overage Program Students					
Number	81	38	42	8	169
Percent	61	45	53	33	53
John Bowne High School					
Number	11	11	16	2	40
Percent	50	31	57	15	41
Newtown High School					
Number	70	18	19	6	113
Percent	65	49	44	55	57
Tottenville High School					
Number		9	7		16
Percent		75	78		67

* Expected age range for grade.

[a] No data were reported for students at Bryant High School.

- Fifty-three percent of the project students are overage for their grade.
- The highest percentage of overage students occurred at Tottenville (there were a total of 25 students at this site).
- Overall, the ninth grade has the most overage students (61 percent).

TABLE 5

Time Spent in the Bilingual Program[a]
(As of June 1985)

Time Spent in the Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	6	17	4	0	27
1 Academic Year	108	39	13	1	161
2 Academic Years	14	23	42	6	85
3 Academic Years	1	3	14	14	32
4 Academic Years[b]	0	1	4	2	7
	129	83	77	23	312

[a] No data were submitted for students at Bryant High School.

[b] Reflects participation in previous bilingual program.

- One hundred eighty-eight students (60 percent) have been in the program for one year or less.
- Eighty-five students (27 percent) have been in the program for two years, and 32 students (10 percent) have been in the program for three years.

III. INSTRUCTIONAL COMPONENT

ENGLISH AS A SECOND LANGUAGE

The project's objective for its E.S.L. courses was that at the end of each school year, 75 percent of the students would improve their achievement scores in English language skills as measured by school-made examinations and the Criterion Referenced English Syntax Test (CREST). It was anticipated that the target students would master one instructional objective per month of program treatment.

E.S.L. classes were given daily to LEP students in all four schools. Different levels were offered to suit the different achievement levels of the students (see Table 6).

The evaluation team visited an E.S.L. class at Newtown High School. It was multiethnic with 26 Hispanic, Chinese, and Korean students present. The lesson had two aims: learning to form comparative and superlative adjectives, and understanding a text. The teacher reviewed old material, presented the new material, and checked the students' reading comprehension by asking questions based on the text. About two thirds of the class raised their hands to offer to answer the teacher's questions. The students obviously enjoyed the class and were making substantial progress.

Individual tutoring in E.S.L. was offered at all four schools to meet individual needs.

TABLE 6

Instruction in English as a Second Language
at Newtown High School

Course Title and Level	Number of Classes Fall	Number of Classes Spring	Average Class per week Fall	Average Class per week Spring	Class Periods Per week	Funding Source	Curriculum or Materials in Use
E.S.L. 1	7	6	27	26	10	Tax Levy	Modern American English I by Dixon, A Conversation
E.S.L. 2	6	6	28	29	10	Tax Levy, MOD5B	Modern American English II by Dixon
E.S.L. 3	9	6	23	24	5	Tax Levy, PSEN	Elementary Comp. Skills 2, Journey to Fame
E.S.L. 3	8	8	30	30	10	Tax Levy, MOD5B	Modern American English IV by Dixon, Real Stories
E.T.R. 4	6	9	30	30	5	Tax Levy MOD5B	Patterns of American English by Llorens, Write Away

Student Achievement in E.S.L.

Although the program originally proposed to measure student achievement in this area with the CREST, data on this testing instrument were available for 53 students in the fall and 76 students in the spring at the John Bowne and Newtown sites. Table 7 shows that, on the average, these students mastered 1.2 CREST objectives per month in the fall and 1.3 in the spring.

A larger portion of students (N=174) were pretested and posttested with the Stanford Achievement Test (S.A.T.), Level III, forms A and B. In accordance with the program objective of achieving significant gains in English language scores, the S.A.T. data were analyzed using the correlated t-test model. As seen in Table 8, students who were tested with the S.A.T. improved their scores by 16.1 points on the average. The increase was significant at the .05 level, thus meeting the program objective.

TABLE 7

Results of the Criterion Referenced English Syntax Test
John Bowne and Newtown High Schools

Test Level	Number of Students	PRETEST Mean.	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	23	16.1	6.3	20.0	5.7	3.8	3.9	1.4
2	25	15.3	6.1	18.8	5.4	3.5	2.5	1.2
3	5	11.4	1.3	13.9	0.8	2.4	0.9	0.8
TOTAL	53	15.3	6.0	18.9	5.5	3.5	3.1	1.2
				SPRING				
1	9	13.6	6.4	17.8	6.6	4.2	1.7	1.5
2	37	15.5	5.1	19.9	4.6	4.4	2.7	1.5
3	30	10.3	2.6	12.5	2.4	2.2	1.3	0.8
TOTAL	76	13.2	5.0	16.7	5.4	3.5	2.4	1.3

- Overall, students met the program objective in both fall and spring.
- Students at Levels 1 and 2 surpassed the objective, while those at Level 3 did not.

TABLE 8

Results of the Stanford Achievement Test, Level 3, at Newtown

Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
174	62.8	24	78.9	25.7	16.1*	14.0	.98

*statistically significant at the .05 level

- Students' posttest means were significantly greater than their pretest means.
- Almost all students scored gains on the test.

NATIVE LANGUAGE ARTS

The project's objective for its courses in native language arts was that at the end of each school year, 75 percent of the students would demonstrate gains in their knowledge of their native language by having advanced one level for each semester of instruction.

Ten levels of Chinese and eight of Korean were offered at Newtown (see Table 9). At Chinese levels 1 and 2, emphasis was put on developing the students' abilities to speak Mandarin. From level 3 on, more emphasis was put on developing reading and writing skills and on learning Chinese traditions, customs, culture, history, and literature.

Last year's evaluation report recommended that separate classes be set up for native Mandarin speakers to eliminate the frustration caused when they are put in classes with students who are studying Mandarin as a foreign language. The evaluation team noted that the project had responded positively to this recommendation and the result seemed promising. The report also recommended offering Cantonese language arts classes to Cantonese speakers. The project staff had reservations about this proposal, however, because the overwhelming majority of people on the mainland, in Taiwan, and increasingly in Hong Kong use Manderin. Cantonese, nevertheless, was used to facilitate learning in some content-area classes. This year's evaluation team tended to agree with the decision that there was no need to start a new course in

TABLE 9

Instruction in Native Language Arts at Newtown High School

Fall Courses	Number of Classes	Average Class Register	Curriculum or Materials in Use
Chinese 1	2	28	Speak Mandarin Read Chinese I
Chinese 3	2	30	Read about China Read Chinese II
Chinese 5	2	32	Sketch of Chinese History, Reading Contemporary Chinese Literature
Chinese 7/9	1	24	Reading Selected Chinese Literature Reading Contemporary Chinese Literature
Korean 1/3	1	38	Korean 1,3
Korean 5/7	1	23	Korean 5,7
Spring Courses			
Chinese 1X	1	19	Speak Mandarin I Speak Chinese I
Chinese 2	3	26	Speak Mandarin Read Chinese I
Chinese 4	3	18	Read about China Read Chinese II
Chinese 6	2	25	Sketch of Chinese History Reading Contemporary Chinese Literature
Chinese 6/8	1	31	Reading Contemporary Chinese Literature Selected Drama from Shakespeare
Korean 2/4	1	23	Korean 2,4
Korean 4	1	31	Korean 4
Korean 6/8	1	24	Korean 6/8

Cantonese language arts.

The evaluation team visited a Korean and a Chinese class at Newtown. The Korean teacher was quite experienced, well prepared, and knowledgeable. The class had both English-speaking and LEP students. English was not used. A poem was read aloud, its structure considered, and its theme discussed. The students worked hard. The class was teacher-centered, perhaps reflecting the model used in Asian classrooms: the teacher explained the structure, modeled the reading, lectured to the class about the theme, and asked for little student participation.

In the Level 6 Chinese class, a Mandarin-speaking teacher was discussing a classical Chinese essay. The teacher paid careful attention to the communication of ideas and engaged the class in active discussion about the moral of the essay. She was never in a hurry to give the answer to a question, but rather encouraged the students to find it. She gave examples related to the students' everyday life. Although the class included both Mandarin- and Cantonese-speaking students, no teaching or learning difficulties were observed, perhaps, because the class was at a high level.

There were two native language arts classes at John Bowne High School. Because the other two high schools, William C. Bryant and Tottenville, had very few program students who were of several language groups, native language arts classes could not be offered.

Student Achievement in Native Language Arts

Table 10 presents the passing rates for program students in native language arts classes at Newtown in both the fall and spring, and at John Bowne in the spring semester. In the fall, 92.2 percent of the program students at Newtown passed native language arts courses. In the spring 89.9 percent of the students at Newtown, and 100 percent of the program students at John Bowne successfully completed native language arts courses. Thus, the program objective was met.

TABLE 10

Passing Rates in Native Language Arts Courses

	FALL		SPRING		TOTAL
School	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Bowne	---	---	36	100.0	100.0
Newtown	129	92.2	159	89.9	85.8
TOTAL	129	92.2	195	92.0	92.0

- The program objective was met by the students for whom information was provided: over 75 percent passed their native language arts courses.

CONTENT-AREA COURSES

The objective of the content-area courses was that at the end of each school semester, the percentage of target students who passed teacher-made uniform final examinations would at least equal the percentage of mainstream students passing similar courses.

Bilingual content-area classes were offered in science and history at Newtown (see Table 11). No bilingual mathematics courses were offered because, according to staff members, math presents relatively little linguistic difficulty to the LEP students. Assistance was given, however, in tutorials set up by hourly-paid teachers and paraprofessionals to help students understand mathematical terms, concepts, and problems.

Newtown offered bilingual content-area courses in Mandarin, Cantonese, and Korean. At John Bowne, only bilingual science was offered. While neither Tottenville nor Bryant offered bilingual courses, paraprofessionals played an important role at both schools.

The evaluation team observed a Korean biology class and a Cantonese global history class at Newtown, and a Mandarin biology class at John Bowne. The history teacher was discussing in English the unification of the German states and its impact on European stability. The textbook was also in English, with a Chinese translation developed by the Queens Chinese/Korean Bilingual Language Arts Resources Center. The class was well organized; its aims were clearly stated, and the

TABLE 11

Bilingual Content-Area Courses at Newtown High School

Fall Courses	Average Register	Language of Instruction
General Science 1	19	90% Mandarin
General Science 1	28	90% Mandarin
General Science 1	27	90% Korean
Biology 1	18	90% Mandarin
Biology 1	33	90% Cantonese
Biology 1	20	90% Korean
Chemistry 1	19	90% Mandarin
Global History 1	26	90% Chinese
Global History 1	26	90% Korean
Global History 1	22	90% Mandarin
Global History 1	27	90% Cantonese
Global History 1	13	90% Korean
Spring Courses		
General Science 2	16	90% Mandarin
General Science 2	19	90% Cantonese
General Science 2	21	90% Korean
Biology 2	21	90% Mandarin
Biology 2	25	90% Korean
Chemistry 2	12	90% Mandarin
Global History 2	22	90% Mandarin
Global History 2	19	90% Cantonese
Global History 2	41	90% Korean
Global History 2	22	45% Mandarin 45% Cantonese

teacher was well prepared. The teacher intentionally related the past to the present, touching on a problem of common interest to the class -- the reunification of China. The students were obviously interested and motivated.

The Korean biology class was carefully organized and conducted by a bilingual teacher. The students worked hard, listened attentively, and took notes. Few, however, were observed to participate actively.

In the biology class at John Bowne, the teacher used both English and Chinese to explain or reinforce concepts, and the students' participation was impressive.

Student Achievement in Content-Area Courses

As data were not provided for mainstream students, the proposed comparisons could not be performed. However, program students' passing rates in mathematics, science, and social studies at Newtown and John Bowne High Schools are presented in Table 12. Overall, the number of students passing teacher-made examinations was very high both semesters. Fall passing rates exceeded 86 percent wherever the number of students reported exceeded a handful. Spring passing rates were only slightly lower.

TABLE 12

Passing Rates for Program Students in Content-Area Courses

Content Area	FALL		SPRING	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Math[a]	2	100.0	3	66.6
Science[b]	137	86.1	173	82.1
Social Studies[b]	113	88.5	99	83.8

a = includes students at Newtown High School only.
b = includes students at Newtown and J. Bowne High Schools only.

- Where the number of students reported is large enough to be meaningful, passing rates exceeded 86 percent in the fall and 82 percent in the spring.

CAREER SUBJECTS

At the end of each semester, it was expected that the percentage of target students who passed teacher-made uniform final examinations in career subjects would at least equal the percentage of mainstream students passing these exams.

Typing classes were the main career offerings at Newtown and John Bowne. Materials for these classes were developed for both Chinese and Korean students by the bilingual curriculum/ resource specialist and the educational assistant. Printing and mechanical drawing classes were also offered to project students.

Student Achievement in Career Subjects

As data were not provided, the program objective could not be assessed.

IV. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

The materials adapted and developed for use in program classes were a bilingual Chinese biology supplement, tapes for Speaking Mandarin I, supplementary material for Speaking Mandarin I, supplementary global history for LEP students, a Chinese Language Assessment Test (L.A.T.), a Chinese L.A.T. for non-native speakers, and a Korean L.A.T.

SUPPORT SERVICES

The project provided its students with a diversity of support services. Counseling was available in several forms: orientation for newcomers, academic and personal counseling, college advisement, and career orientation. It was offered both to individual students and to groups in Mandarin, Cantonese, Korean, and Vietnamese. Tutoring was also provided at Newtown, John Bowne, and Tottenville. In addition, family contacts were made through home visits, telephone calls, and correspondence. As a result of these outreach efforts, only seven students left the project during the academic year. Of these, four dropped out, two transferred to another school, and one graduated.

Student clubs, volleyball and basketball teams, and cultural and recreational activities were also organized, and were judged by staff to be most helpful in allowing project

students to meet new friends and get acquainted with their new environment.

STAFF DEVELOPMENT

The objective of staff development activities was to significantly increase the number of fully trained Chinese, Korean, and Vietnamese bilingual personnel available for needed educational programs in the Chinese, Korean, and Vietnamese communities and bilingual programs.

At the beginning of the term, pre-service training was provided for all staff members. During the year, all bilingual teachers attended monthly meetings of their respective departments. Lectures on the Korean and Chinese cultures were given by a professor from the City University of New York. All faculty members took courses at local colleges and universities in areas related to the program. In addition, they attended professional conferences and workshops outside the school.

PARENTAL INVOLVEMENT

The project's goals were: to increase the attendance of parents and guardians of LEP students at activities and functions designed to inform them of their children's status and progress; to increase the parents' awareness of LEP students' problems and the facilities available to them at the schools and in the community; to make available E.S.L. training to parents in order to enhance their involvement with their children, school, and the greater community; and to show potential employment options and

higher educational opportunities to graduating students and their parents.

Once a semester, an advisory council meeting was held for parents, faculty members, and the project director to discuss the program and its implementation. A parent committee met once a week and provided parents with an opportunity to meet the project director and teachers.

Three adult English language classes were offered at Newtown High School for parents. An average of 20 parents attended each class. A career night was sponsored by Newtown and John Bowne to keep parents informed of the job market, job requirements, interview techniques, and so forth.

Parents and staff members also attended the citywide Chinese Parents' Conference.

V. CONCLUSIONS AND RECOMMENDATIONS

Project CAPABLE was implemented as stated in the project proposal, and it appears that most of its instructional and non-instructional objectives were met. The principals at Newtown and John Bowne who were interviewed by the evaluators were most supportive of the program. The project director and staff members were serious and enthusiastic about the program. Both the parental involvement component and the staff development plan were carried out successfully. Instructional materials were adapted and developed. The joint efforts of all concerned were highly commendable.

Despite the many achievements of the project, the evaluation team offers the following recommendations for future programs serving similar populations:

1. Observations of program classes revealed that most were teacher-oriented; students merely listened and took notes. Few student responses were noted; in fact, the teachers seldom encouraged such responses. This approach, which appears similar to the traditional way of teaching in the Orient, differs from the teaching approach more common in this country, which more actively seeks to elicit student participation. Since helping students adjust to the culture and philosophy of U.S. society is one objective of the program, the program staff should consider introducing patterns of more active student participation in classrooms.

2. The program might consider greater individualization in bilingual program classes, to reflect the great variability in preparedness of LEP students in almost every subject area. Although students of different levels of preparedness have been assigned to different classes, each class still contains a great diversity of functional levels. Placement tests might be given, individual strengths and weaknesses identified, and additional help provided by expanding the tutoring component. While these measures may be difficult to institute, they can be of great assistance to each student's growth.

3. Considering the substantial results the project has achieved in its three years of operation, it would be of benefit for the project director and staff members to take a retrospective look and document the achievement and failings of the project. In addition, if resources permit, follow-up should be undertaken to determine the success of former project participants in mainstream classes. Both of these suggestions, if implemented, would be of help not only to others in the profession, but also to those who question the effectiveness of bilingual education.

VI. APPENDICES

APPENDIX A

Characteristics of Title VII Staff

School	Title/ Function	Percent Time in Each Function	Education (Degrees)	Licensed or Certified for Title/Function	Total Yrs. Experience Education	Yrs. Relevant Experience Bil./E.S.L./ For. Language
Newtown	Director	100	Ph.D. Anthropology	Yes	16.0	16.0
Newtown	Resource specialist	100	B.A. E.S.L.	Yes	3.0	3.0
Newtown J. Bowne	Curriculum specialist	50	M.A. E.S.L.	Yes	26.0	26.0
Newtown Tottenville	Educational specialist	100	B.A. Candidate	Yes	2.0	2.0
Newtown	Teacher's aide	100	B.A. Candidate	Yes	1.0	1.0
John Bowne	Family assistant	100	B.A. Candidate	Yes	3.0	3.0
Newtown	Bilingual secretary intern	100	B.A. Candidate	Yes	3.5	3.5
Newtown	Family assistant	100	B.A. Candidate	Yes	2.5	3.5

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